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cannot possibly be satisfied ; that a class has been educated whose sole aim is the securing of governmental positions ; and that just to the extent to which education has been extended the people have shown a disinclination to engage in purely industrial work,—in a word, that the system of education which gives only good results in Europe and the United States has failed to benefit, if it has not worked an actual injury, to the less advanced countries into which the attempt has been made to introduce it.

It is not necessary at this time to attempt to pass judgment upon the correctness of these and other conclusions arrived at by Professor Reinsch. It needs scarcely to be said that there are many who, while admitting that mistakes in colonial policy have been made in the past, and will continue to be made in the future, nevertheless hold that the advancement of civilization that has resulted from the colonial policy of European nations and the United States has more than justified its adoption. All that it is desired to do here is to point out that Professor Reinsch has given us a work that not only shows wide reading, but presents a careful study of the ultimate as well as the immediately practical character of the problems to which a colonial policy give rise. As a general introduction to the study of colonial administration, and as a work stimulating thought regarding the fundamental considerations involved, Professor Reinsch's latest contribution constitutes a welcome addition to the growing American literature regarding colonial affairs.

W. F. WILLOUGHBY.

SAN JUAN, PORTO RICO.

DIE SEXUELLE FRAGE. Von Professor Dr. August Forel.  
Muenchen : E. Reinhardt. 1905.

Professor Forel is a medical man and was formerly superintendent of the Zurich lunatic asylum and professor of Psychiatry at the university of Zurich. He has published several works of a sociological character from a medical point of view, and the present volume, although larger in scope than any of its predecessors, deals with its subject from substantially the same standpoint. In a sub-title he describes the present work as a study of the sex question for educated people on the basis of natural science, psychology, hygiene and sociology.

It is an extensive field which Dr. Forel attempts to explore, and

although he is able to provide the student with a considerable amount of information at first hand as the fruit of his experiences among lunatics, a good deal of what he has to say is a summary of the opinions of others. The sixth chapter on the history and development of marriage is a reproduction of the investigations of Westermarck, and the chapter on sexual pathology owes a great deal to the publications of Kraft-Ebing on the same subject. Dr. Forel candidly admits his obligations to the labors of others, and his object is not so much to enrich the subject with original results of his own as to bring all our existing knowledge relating to the question of sex to a focus, and to show us what science and history teach us regarding this all-important problem. In the first seven chapters Dr. Forel discusses the history and psychology of sex life, in the seventh chapter we have a discussion of the diseases of sex life; the remaining chapters are of a sociological character and attempt to define the relations which exist between sexual characteristics and the general social life of man.

According to Dr. Forel the fundamental principle in the sex question is the fact that with man as with every other living creature the immanent object of all sex characteristics, including the sentiment of love, is the continuation of the species. It follows from this that all arrangements between the sexes must be of such a nature as will lead to the production of a higher type of humanity, both physical and mental. The production from generation to generation of a higher type of man is the only permanent security we possess for the progress of the world. Social laws and social customs of whatever kind which hinder the production of the best type of manhood are inimical to the march of civilization and the happiness of the race. The supreme object of all who care for social advance should be the creation of a social conscience of such overwhelming power as would prevent the perpetuation of degenerate human types. It will be seen that Dr. Forel takes very much the same view of sex relationships as Mr. Francis Galton. Like Mr. Galton, he would subordinate everything to the one central and supreme purpose of improving the quality of the race. When we look at the average man and the deep-seated customs of society it must be admitted that Dr. Forel sets a colossal task before humanity, perhaps some will say a utopian task. But if we look back at the transformations which have taken place in human opinion in the past it is not at all impossible that a time may come when sex relationships may

be dominated by an altogether higher standard than exists among us at the present day.

Some of the remedies which Dr. Forel proposes for the defects of our existing matrimonial customs are hardly likely to commend themselves to the social or ethical reformer. He expresses himself in favor of concubinage in cases where marriages are sterile, and seems to overlook all the difficulties and miseries which have been inseparable from this institution in the past. In fact the book is stronger on its medical than on its social side and although it is addressed to the educated public, it is to a large extent a medical book, dealing in many instances with medical details which are more suited to the expert than to the general public. But the whole question of sex relationships is an exceedingly delicate and difficult one and it is most useful to have the opinions of a man of so much expert experience on certain branches of the subject as Dr. Forel.

W. D. MORRISON.

London, England.

LET YOUTH BUT KNOW. A plea for reason in education. By Kappa. London: Methuen & Co., 1905.

THE GARDEN OF CHILDHOOD. Stories for Little Folk at School and At Home. By Alice M. Chesterton. With illustrations by Gertrude M. Bradley, London: Swan Sonnenschein & Co., 1905.

Under the first of these titles, a series of papers originally published in the *Westminster Gazette*, are collected and given to the world in book form. As these papers appeared one after another, they attracted considerable attention and reached a wider audience than any book on education can hope to touch.

Intended mainly as criticism of public-school education, they at the same time and perhaps necessarily dealt with the fundamental problems of all education and so could be read with interest by the ordinary reader as well as by the expert. The author tells us in his introduction to this reprint, that the articles were written before he had made the acquaintance of any authorities on education and no doubt much of their charm and freshness is due to this circumstance. The delightful *naïveté*, with which the well worn themes—the importance of science (or perhaps what would now be rather called Nature Study), the neglect of history, the de-